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ABSTRACT

This handbook offers information on guiding student teachers at Millersville University, Pennsylvania. It begins with a quick reference sheet that includes actions to take in specific situations and important telephone numbers. Next, it features a model for teacher education that is a visual representation of Millersville University's teacher preparation program. The next section details responsibilities of the student teacher, cooperating teacher, building principal, and university supervisor. This is followed by a description of student teaching policies and procedures, minimum requirements for the student teacher during the field experience, effective classroom and laboratory management, planning for instruction, and continuous evaluation of student teaching. A Millersville University student teacher evaluation form and mid-placement progress report are included. Seven appendixes include: a checklist for classroom and laboratory management, a lesson plan format, observing routine duties, observing classroom or laboratory practices, observing the learning process, observation format, and a student teaching absence form. The Millersville University School of Education Mission Statement is included. (SM)

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MILLERSVILLE UNIVERSITY

A GUIDE FOR STUDENT TEACHING

OFFICE OF STUDENT TEACHING
MILLERSVILLE UNIVERSITY
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QUICK REFERENCE

WHAT TO DO IN CASE OF:

SITUATION: **Illness or family emergencies** such as illness in family, funeral, etc.
ACTION: Call Cooperating Teacher **and** University Supervisor.

SITUATION: **Anticipated absences** such as job interview, observations in other schools
ACTION: Follow instructions on Page 11.

SITUATION: **In-Service Days or Meeting.**
ACTION: Attend with cooperating teacher if district permits.

SITUATION: **Inclement weather conditions** which impede travel.
ACTION: Listen to radio or TV reports which announce whether or not the schools are open or delayed.

IMPORTANT PHONE NUMBERS

Student Teaching Office..... 872-3485
University Supervisor #1..... _____
University Supervisor #2..... _____
Cooperating Teacher #1..... _____
Cooperating Teacher #2..... _____
School Office #1..... _____
School Office #2..... _____

NOTE: Those numbers not given above must be obtained from the supervisor, cooperating teachers, and schools. ALWAYS check with your co-op and supervisor regarding proper procedure and permission to call the person at home.

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"I touch the future; I teach."
Christa McAuliffe

NOW, IT'S YOUR TURN

CONGRATULATIONS -- you have made it to an important part (possibly the most important part) of your preparation to be a teacher. You are about to blend the academic world of the University with the world of the public school classroom.

GOOD LUCK -- you are entering a profession that demands hard work, dedication, and skill. Not just anyone can be a good teacher! Being a skillful decision maker in the classroom requires a firm knowledge base and the ability to apply that knowledge. You will make literally hundreds of decisions on a daily basis during this assignment -- some will be good decisions; others will not be. Learn from all of them -- think about and REFLECT upon your role as a PROFESSIONAL -- as a TEACHER.

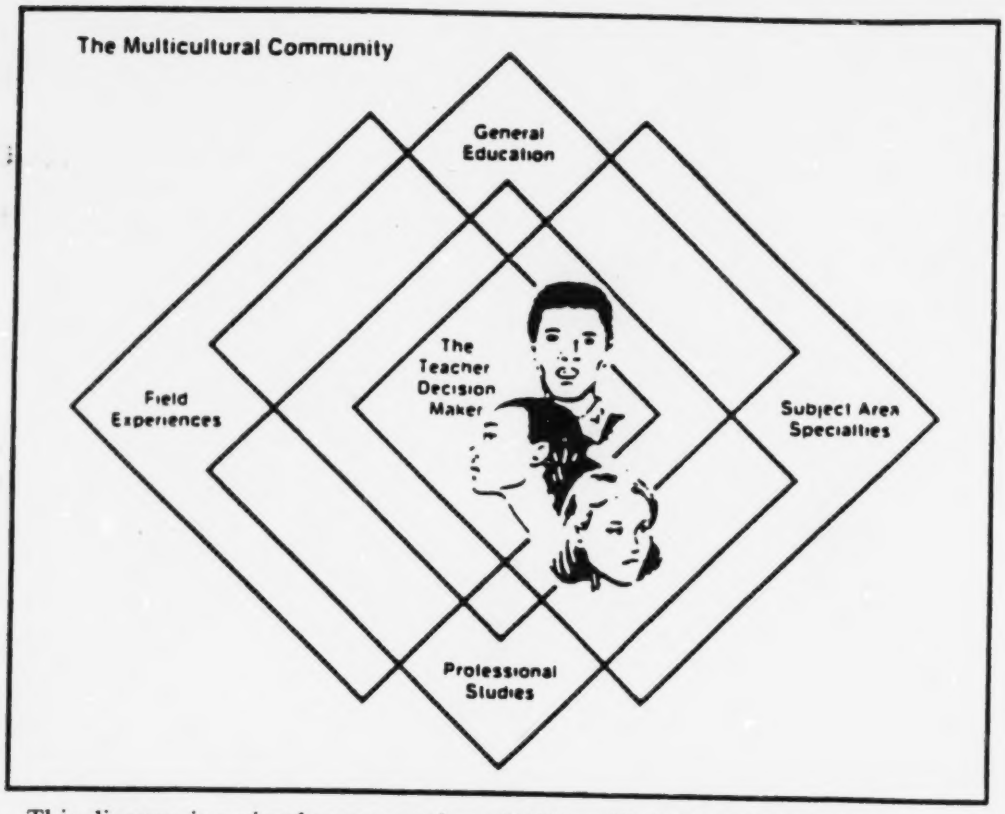
There are three key words in making your student teaching assignment successful. One has been mentioned above -- REFLECTION. The second is COMMUNICATION. It is critical that you communicate openly and freely with your cooperating teacher and your University Supervisor. You need to share your successes and your concerns. Talk about what makes good teachers good! Finally, ENJOYMENT is a part of student teaching. This semester is one you will never forget. Enjoy the challenges, enjoy working with new people, enjoy learning about yourself, and enjoy the students!

We challenge you to think of the good teachers you have been fortunate to have in your life -- then strive to join them so that students will someday think of you as one of their outstanding teachers.

You can make a difference in a student's life!

MODEL FOR TEACHER EDUCATION

Model for Teacher Education



This diagram is a visual representation of Millersville University's teacher preparation model. The "hub" is you, the student teacher, in the process of becoming "the teacher/decision maker". Helping to shape your decision-making talents are the four components of your academic program: general education requirements, subject area specialties, core professional studies, and field experiences. All of this preparation occurs within a multi-cultural community context; therefore, you become exposed to the diverse strengths and needs of a variety of students.

A good teacher is a good decision maker!

RESPONSIBILITIES OF THE STUDENT TEACHER

This checklist will assist the student teacher in organizing and understanding the comprehensive nature of student teaching. It is intended to be a thorough "what to look for and learn from" guide. Dating the items as you learn them may be helpful to you. **If you have two assignments,** leave yourself enough room so you can use the checklist twice.

As you use the checklist, you need to begin to REFLECT upon the overall picture of yourself as a DECISION MAKER. Think about how you are learning to become a PROFESSIONAL TEACHER -- someone who makes a difference in the lives of students.

A. Orientation

1. Faculty Guidelines:
   - _____ Dress code
   - _____ Parking (places & policies)
   - _____ Lunch (places & procedures)
   - _____ Leaving the building procedures

2. School Building:(Tour and locate)
   - _____ Principal's office
   - _____ Health/Nurse's room
   - _____ Restrooms
   - _____ Special classrooms
   - _____ Gymnasium
   - _____ Library/Media center
   - _____ Faculty room
   - _____ Play/Recreation area
   - _____ Teacher workroom
   - _____ Cafeteria

3. Note provisions for students':
   - _____ Coats
   - _____ Lockers
   - _____ Bicycles
   - _____ Automobiles

4. Arrange to observe:
   - _____ Classroom teachers
   - _____ Subject area teachers
   - _____ Other grade levels

5. Meet other staff members:
   - _____ Teachers
   - _____ Administrators
   - _____ Department heads
   - _____ Librarians/Media specialists
   - _____ Nurse
   - _____ Guidance
   - _____ Office personnel
   - _____ Psychologist
   - _____ Resource teacher
   - _____ Support personnel
   - _____ Secretaries
   - _____ Discipline Officer
   - _____ Itinerant staff, such as:
     - _____ Speech
     - _____ Hearing
     - _____ Vision
     - _____ Art
     - _____ Music
     - _____ Physical education
     - _____ Gifted
     - _____ Special Education
     - _____ Reading Specialists

6. Emergency procedures:
   - _____ Learn what to do in case of an accident involving a student or teacher.
   - _____ Locate first aid materials in classroom and nurse's room.
   - _____ Locate fire exit and review procedures to check attendance and report any problems.
   - _____ Note any safety precautions needed for special classes, i.e., art, physical education, special activities.

B. Daily Procedures

1. Teachers enter and leave the building at:
   _____AM and ____PM

2. Learn teacher's supervisory duties:
   - _____ Recess
   - _____ Restrooms
   - _____ Halls
   - _____ Assemblies
   - _____ Study halls
   - _____ Cafeteria duties
   - _____ Buses
   - _____ Before school supervision
   - _____ Other duties

3. Homeroom procedures:
   - _____ Attendance
   - _____ Daily announcements
   - _____ Opening exercises
   - _____ Schedule for special classes:
     - _____ Speech
     - _____ Music lessons
     - _____ Resource room
     - _____ Tutors
     - _____ Itinerants

4. Classroom forms and records:
   - _____ Attendance
   - _____ Excuse notes
   - _____ Lunch count forms
   - _____ Hall pass forms/lavatory passes
   - _____ Health pass forms
   - _____ Grading forms and system
   - _____ Report forms and report cards
   - _____ Discipline forms
   - _____ Health records
   - _____ Permanent record forms
   - _____ Other special forms

C. Learn about students:
   - _____ 1. Names
   - _____ 2. Methods for grouping and flexibility of the groups
   - _____ 3. Special seating arrangements
   - _____ 4. Special health and physical needs of students (remember confidentiality)
   - _____ 5. Appropriate home and family information (remember confidentiality)
   - _____ 6. Procedures for involving counselors and/or parents in helping students

D. Learn about classroom and laboratory procedures:
   - _____ 1. How students are expected to enter and exit the classroom or laboratory
   - _____ 2. Methods used to take and record attendance.
   - _____ 3. Method used to take and record lunch count.
   - _____ 4. Procedure to send and receive messages.
   - _____ 5. System used to dismiss students to other classes, recess, lunch, and fire drills
   - _____ 6. Discipline program and procedures
   - _____ 7. Method used to distribute, collect, and store materials
   - _____ 8. Procedures for students who finish in-class work early
   - _____ 9. Procedure to close the school day

E. Learn about general supplies:
   - _____ 1. Procedure to requisition supplies
   - _____ 2. Location of supplies
   - _____ 3. Supplies with free access and those which require special permission

F. Learn about instructional supplies:
   - _____ 1. Review the course of study and units for the semester
   - _____ 2. Obtain textbooks, reference materials, supplies, tools, and equipment
   - _____ 3. Learn the location of these materials
   - _____ 4. Learn the materials the students supply
   - _____ 5. Learn the materials the student teacher will need to supply

G. Learn about Library/Media Center:
   - _____ 1. Checkout and return procedures, software, and curriculum materials
   - _____ 2. Location of card catalogue, special reference materials, videos, computer software, and curriculum materials
   - _____ 3. Become familiar with additional policies and procedures
   - _____ 4. Allow time to preview materials you plan on using
   - _____ 5. Learn about location of resources to develop instructional materials (e.g. school production center, I.U. Teacher Center)
   - _____ 6. Become familiar with the available professional journals and publications

H. Learn to obtain and use audio-visual equipment:
   - _____ 1. Copy machine
   - _____ 2. Duplicator machine
   - _____ 3. Overhead
   - _____ 4. Filmstrip projector
   - _____ 5. 16mm projector
   - _____ 6. Slide projector
   - _____ 7. Computer
   - _____ 8. TV-VCR
   - _____ 9. Listening stations with headsets
   - _____ 10. Tape recorder
   - _____ 11. Opaque projector
   - _____ 12. Laminating machine
   - _____ 13. Procedure to obtain equipment and supplies for audio-visuals.
   - _____ 14. Location to pick up and return equipment
   - _____ 15. Procedure to order and return materials from I.U.

I. Keep your University Supervisor informed:
   - _____ 1. Provide schedule (building and your classroom)
   - _____ 2. Share whatever paperwork your supervisor needs about the building (e.g., school rules, regulations, policies)
   - _____ 3. Communicate regularly

J. Maintain a three-ringed notebook to include:
   - _____ 1. Material on above topics A through I
   - _____ 2. Student Teaching Handbook
   - _____ 3. Observation notes from your cooperating teacher and University Supervisor
   - _____ 4. Copies of your mid-term and final evaluations
   - _____ 5. Copies of your lesson plans
   - _____ 6. Your ideas -- the ones that work and the ones that don't!

-- PERSONAL REFLECTION IS IMPORTANT --

*Special Note: It is YOUR RESPONSIBILITY to keep these records for future use.

RESPONSIBILITIES OF THE COOPERATING TEACHER

To assist in planning for the student teaching experience, the following suggestions are offered in working with a student teacher.

A. Before the student teacher arrives:
- _____ Inform the students and parents, when possible
- _____ Collect materials for the student teacher to use
- _____ Set aside desk and work space for the student teacher
- _____ Outline basic teaching responsibility for the experience
- _____ Have a copy of the class schedule for the student teacher
- _____ Review student teacher background information
- _____ Verify student teacher arrival with principal
- _____ Duplicate copy of class list and seating chart
- _____ List days of special schedules and days off

B. Welcome period: (first and second weeks)
- _____ Orient the student teacher to the school building, school personnel, support services, students, and community
- _____ Arrange a meeting between the principal and the student teacher
- _____ Share school rules, regulations, policies (give handbook and calendar)
- _____ Discuss expectations for student teacher with respect to:
  - _____ Confidentiality
  - _____ Working hours
  - _____ Procedures to follow in case of illness
  - _____ Personal property
  - _____ Procurement of supplies
  - _____ Other general responsibilities
- _____ Explain your method of classroom or laboratory management and discipline and review the district's policy and philosophy about these items
- _____ Assist in arranging observations of other teachers (see Minimum Requirements, 13-C)
- _____ Give the student teacher informal opportunities to adjust to being in front of the class
- _____ Explain your methods of testing and grading, keeping of records and reporting to parents
- _____ Help the student teacher become familiar with the location and the operation of equipment
- _____ Provide the opportunity for the student teacher to work with individual students
- _____ Share curriculum completed prior to the student teacher's arrival and review future educational goals
- _____ Confer with the student teacher daily
- _____ Provide daily commentary on student teacher performance
- _____ Check teaching plans at least one day in advance of when they are used (initial them to show your approval)

C. Observation and assistance (second and third weeks):
- _____ Explain developmental characteristics of the age group
- _____ Explain unique characteristics of individual students that directly affect their learning
- _____ Allow the student teacher to accept more and more teaching responsibilities
- _____ Check teaching plans before they are used throughout the experience (initial them to show approval)
- _____ Provide the student teacher with opportunities to observe and assist in parent conferences
- _____ Demonstrate masterful teaching
- _____ Alert principal and University Supervisor of significant problem areas
- _____ Provide both written and oral feedback to the student teacher frequently
- _____ Confer with the student teacher daily

D. Pre-service teaching (third week to end of experience):

_____ Demonstrate masterful teaching

_____ Promote self-evaluation of lessons by the student teacher (thereby helping him/her to develop a perception of one's own strengths and weaknesses)

_____ Give the student teacher an opportunity to accept full responsibility for the class/ schedule

_____ Encourage increasingly independent lesson plan development

_____ Continue informal daily evaluations, noting strengths and weaknesses

_____ Assist the student teacher in developing skills to analyze his/her own teaching

_____ Commend the student teacher for his/her strengths

_____ Allow the student teacher freedom to try his/her own ideas and techniques; reassure the student teacher that just because a technique failed, it was not necessarily due to poor judgment

_____ Demonstrate techniques to help the student teacher remediate weaknesses

_____ Confer with University Supervisor before completion of mid-term and final student teacher evaluations

_____ Complete and share the typed mid-term and final evaluations with student teacher and University Supervisor (REMEMBER: the student teacher must initial the evaluation to indicate a conference has occurred)

NOTE: The proposed weeks for each article are a suggested guide for full semester student teachers and must be adjusted for students who have two assignments.

RESPONSIBILITIES OF THE BUILDING PRINCIPAL

While the cooperating teacher must provide day-to-day support, supervision, and encouragement at the classroom level; the building principal should make an effort to help the student teacher understand and comprehend the dynamics, issues and needs at a building- wide level. The principal should accomplish the following:

_____ 1. Meet with student teachers (as a group or individually) during the first week of their assignments and discuss the following topics:
   a. Philosophy, goals, and important standard procedures of the building and district
   b. Enrollment trends, socio-economic characteristics of the community, and the administrative structure of the district

_____ 2. Provide student teachers with an appropriate welcome to the building and district.

_____3. Facilitate a cooperative relationship with Millersville University by conferring with the University Supervisor

_____ 4. Provide student teachers with commentary in relation to their teaching and human relations skills

_____ 5. Observe student teachers in the classroom, if possible and practical, and provide subsequent appraisals

"The aim of education should be to teach the child to think, not what to think."

John Dewey

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor of student teachers acts as a liaison between Millersville University and cooperating teachers participating in the student teaching program. As such, the supervisor's role is a multi-faceted one which includes:

For The Cooperating Teacher

LEADERSHIP: to facilitate the cooperative interaction between the student teacher and the cooperating teacher, staff and school:

_____ a. Explains policy regarding goals, philosophy and organizational structure of the teacher education program
_____ b. Confers about the various experiences and requirements the student teacher should have while with the cooperating teacher
_____ c. Explains policy regarding evaluation of student teacher (mid-term evaluation where appropriate, final for all)
_____ d. Reviews the evaluation form and discusses the specific teaching competencies it presents
_____ e. Explains and promotes the University's model of "teacher as a decision maker"

OBSERVATIONAL SKILLS: to observe the student teacher in the classroom during the teaching process and to observe the ways the student teacher fits in with the educational scene within the school:

_____ a. Observes the student teacher in a variety of classes/subjects at least three times in a half-semester assignment or six in a full-semester assignment
_____ b. Informs the cooperating teacher on the progress and performance of the student teacher
_____ c. Uses varied observational tools and techniques in observing the student teacher in action
_____ d. Provides written comments on all student teacher observations to the cooperating teacher

COUNSELING SKILLS: to tactfully communicate with the cooperating teacher on the progress and performance of the student teacher:

_____ a. Consults regularly with the cooperating teacher on his/her assessment of the student teacher's progress and performance
_____ b. Holds conferences as needed with the cooperating teacher to discuss, in depth, specifics of the student teacher's progress and performance
_____ c. Encourages the cooperating teacher to be supportive of the student teacher's use of varied methodology and media
_____ d. Encourages the cooperating teacher to help the student teacher develop increased competency in diagnostic and remediation skills
_____ e. Encourages the cooperating teacher to allow the student teacher to develop increased independence in decision-making as the assignment progresses

ANALYTICAL SKILLS: to use varied methods to analyze teaching techniques used by the student teacher as well as the student-teacher interactions:

_____ a. Provides, in a tactful manner, honest, constructive criticism regarding the student teacher's progress and performance
_____ b. Uses varied observational tools and techniques to analyze the student teacher's progress and performance
_____ c. Discusses with the cooperating teacher varied possible techniques/methods to be tried by the student teacher
_____ d. Invites the cooperating teacher's suggestions/ideas for techniques which will lead to the student teacher's successful performance

EVALUATIVE SKILLS: to provide a continuous process of examination and evaluation of the student teacher' s growth into the teacher role, and to provide feedback to the student teacher and cooperating teacher:

_____ a. Evaluates, in written and verbal form, the performance and procedures used in the classroom or laboratory by the student teacher
_____ b. Confers with the cooperating teacher prior to the mid-term and final evaluations
_____ c. Discusses, in depth, the final evaluation with the cooperating teacher
_____ d. Stresses the importance of the student teacher's final evaluation

For The Student Teacher

LEADERSHIP: to facilitate the cooperative interaction between the student teacher and the cooperating teacher, staff and school:

_____ a. Meets with the student teacher prior to the start of the student teaching assignment for orientation to the program
_____ b. Explains fully the role and responsibilities of being an MU student teacher
_____ c. Conducts periodic seminars which the student teacher will attend
_____ d. Helps to ease the student teacher's transition from college campus to the new school situation

OBSERVATIONAL SKILLS: to observe the student teacher in the classroom during the teaching process and to observe the ways the student teacher fits in with the educational scene within the school:

_____ a. Observes the student teacher in a variety of classes/subjects at least three times in a half-semester assignment
_____ b. Provides both oral and written feedback on a regular basis to the student teacher on his/her progress and performances
_____ c. Uses varied observational tools and techniques in observing the student teacher in action

COUNSELING SKILLS: to tactfully communicate with the student teacher on the progress and performance observed:

_____ a. Holds conferences with the student teacher
_____ b. Serves as a listener/counselor to the student teacher, if needed
_____ c. Provides the student teacher with information about varied Millersville University support services available
_____ d. Encourages the student teacher to have frequent dialogue with the cooperating teacher

ANALYTICAL SKILLS: to use varied methods to analyze teaching techniques used by the student teacher as well as student-teacher interactions

_____ a. Discusses teaching strategies which could be used by the student teacher through the use of varied observation tools and techniques
_____ b. Provides, in a tactful manner, honest, constructive criticism regarding the student teacher's progress and performance
_____ c. Encourages frequent student teacher and cooperating teacher discussion

EVALUATIVE SKILLS: to provide a continuous process of examination and evaluation of the student teacher's growth into the teacher role, and to provide commentary to the student teacher:

_____ a. Clarifies the policy regarding evaluation of a student teacher
_____ b. Provides feedback, written and oral, to the student teacher on his/her progress and performance on a continual basis
_____ c. Provides mid-term evaluation (where appropriate) and typed final evaluation to the student teacher
_____ d. Discusses, in depth, the final evaluation with the student teacher
_____ e. Evaluates the fulfillment of the requirements by the student teacher and gives either a grade of S (satisfactory) or U (unsatisfactory)

STUDENT TEACHING
POLICIES & PROCEDURES

The overall policies with regard to student teaching are determined by the major department with the approval of the Dean of the School of Education. The administration of student teaching is a joint responsibility of the Coordinator of Field Experiences and faculty.

Assignment of Student Teacher
Assignments for student teaching locations are made by the Coordinator in cooperation with university departmental personnel and administrators and teachers in cooperating school districts. STUDENT TEACHERS ARE ASSIGNED TO COOPERATING TEACHERS, NOT TO SCHOOLS OR SCHOOL DISTRICTS. Student teachers are responsible for arranging for their own transportation to and from their school assignment.

Time Element in Student Teaching
Student teaching occurs during a student's seventh or eighth semester. The choice of semester is determined by: number of credits completed and recommendation of department; completion of all professional education courses (see University catalog); time of graduation; balance in the number of student teachers between the fall and spring semesters; and the availability of cooperating teachers. The student teacher is assigned for the entire school day for the duration of a semester. Some curriculum majors have two half-semester assignments at different grade levels and different schools.

Professional Conduct
The student teacher is a guest of the cooperating school. As a future member of the teaching profession, the student teacher needs to maintain the same professional standards expected of the teaching employees of the cooperating school. The student teacher is recognized as a representative of the University by the students, faculty, and community to which he/she is assigned.

The student teacher is urged to accept every task as a potential learning experience, to fulfill as effectively as possible every role of the classroom teacher, and to develop his/her own educational philosophy which will be consistent with the principles of a democratic society.

The student teacher is expected to be well-groomed and appropriately dressed as a member of the teaching profession.

The Coordinator, in consultation with the cooperating teacher and University Supervisor, has the authority to change or terminate the student teacher's assignment if professional conduct is not maintained.

Additional Responsibilities Beyond Teaching
Student teachers are urged not to take any courses during the semester in which they student teach. Under no circumstances may more than one course be taken. Student teachers are also urged to reduce and/or eliminate their involvement in campus activities and outside employment. IN NO WAY SHOULD EITHER ACTIVITIES OR WORK INTERFERE WITH THE STUDENT TEACHER'S RESPONSIBILITIES TO HIS/HER TEACHING ASSIGNMENT.

Attendance of Student Teachers
During the semester of student teaching, each student teacher is expected to be in the assigned classroom every day the school is in session. The student teacher will follow the school calendar and the calendar furnished by the Student Teaching Office. Any exceptions to the school district or student teaching calendars will be announced to all students and cooperating teachers uniformly. Student teachers are expected to attend in-service meetings, faculty meetings, and special school events (e.g., P.T.O., Open Houses, and so on). IF YOU ARE ABSENT FOR ANY REASON, IT IS YOUR RESPONSIBILITY TO MAKE SURE YOUR CO-OP HAS ANY TEACHING MATERIALS/MANUALS NEEDED TO OPERATE THAT CLASS DURING YOUR ABSENCE.

1. If ill, call your cooperating teacher and University Supervisor.

2. If an emergency arises, contact your cooperating teacher and University Supervisor.

3. No unexcused absences are permitted during the semester of student teaching. University Supervisors may require make-up time in instances of excessive absences, regardless of cause. A cooperating teacher should call the University Supervisor immediately if a student teacher does not report that day.

4. Any student who finds it necessary to be excused for reasons other than emergencies (job interviews are the most frequent) must receive permission from his/her cooperating teacher and University Supervisor by completing the absentee form and submitting it to the Coordinator of Field Experiences. (Please refer to Appendix G.)

5. If inclement weather conditions (e.g., snow) exist, listen to radio/television reports. Do not call your school office.

Use of Student Teachers as Substitute Teachers

"A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since student teachers normally do not hold a valid certificate, their assignments as substitute teachers violate the school code. Those teacher educators involved with student teaching should advise student teachers to avoid substitute teacher assignments, as they may find themselves in legal jeopardy." (Pennsylvania Department of Education Memo 14, dated July 1975.)

IF A COOPERATING TEACHER BECOMES ILL AND THE PRINCIPAL OF THE SCHOOL ASKS A STUDENT TEACHER TO COVER THE COOPERATING TEACHER'S CLASS FOR UP TO ONE HOUR UNTIL A SUBSTITUTE ARRIVES, THIS SUBSTITUTION WOULD NOT APPEAR TO BREAK THE LAW. COMPENSATION FOR SUBSTITUTION IS FORBIDDEN.

If a cooperating teacher is absent, a qualified substitute teacher will be assigned to his/her duties. When a substitute is in the classroom, the student teacher should not be given responsibility in addition to that which he/she has already assumed at that stage in the student teaching assignment. For example, if a student teacher is responsible for about one-third of the schedule, the substitute teacher should not tell the student teacher to "take over the full load".

UNDER NO CIRCUMSTANCES SHOULD A STUDENT TEACHER BE ASSIGNED AS A SUBSTITUTE TEACHER to cover another teacher's classroom schedule or lunch, hall, bus, study hall, or recess duty.

University policy prohibits the release of the student teacher to accept a teaching position prior to successful completion of his/her student teaching. Receiving compensation for student teaching is also forbidden.

Transporting Students

No student teacher should transport any school students in any vehicle unless it is an emergency situation. This prohibition extends to field trips and overnight trips (which the student teacher should only attend if accompanied by the cooperating teacher).

Disruption in Schools

The policy of Millersville University in disruptive situations, i.e., strikes by professional employees or students, is to remove student teachers from their assignments at the discretion of the Coordinator. The student teachers will not return until the operation of the school is resumed on a normal basis. Should the period of disruption become extensive, the Coordinator may reassign the student teachers to other locations.

MINIMUM REQUIREMENTS

The University Supervisor and Cooperating Teacher should plan together to establish specific requirements for the Student Teacher. The Student Teaching Office recommends student teachers should be responsible for the following minimum requirements:

A. Experience two (2) full weeks of "solo" student teaching during the semester. (For student teachers with two assignments, the division is at least one week per assignment.)

The decision on how and when to increase a student teacher's classroom responsibilities is a JOINT DECISION, involving all three key participants - the cooperating teacher, the student teacher and the University Supervisor. Likewise, the decision when to begin and end the "solo" portion of the assignment is a JOINT DECISION by these three participants. It is the University's expectation that all three individuals will develop effective communication channels so these decisions can be made with careful deliberation.

Exception: The Cooperating Teacher and University Supervisor may determine the student teacher should do more or less than that two weeks because of special circumstances.

B. Attend **ALL** sessions scheduled by the Student Teaching Office (unless excused for special circumstances by the Coordinator of Field Experiences).

C. Observe at least six (6) other teachers during the semester. These teachers should represent a variety of curriculum areas and styles of teaching. (See Appendix F for sample format.)

D. Write daily lesson plans for **ALL** lessons taught (see Appendix B for a sample "generic" format as a guideline).

E. During each assignment, attend **ALL** seminars required by the Student Teaching Office, your Department, and your University Supervisor.

DURING EACH ASSIGNMENT:

F. Complete and share with your co-op and University Supervisor the Mid-Placement Progress Report. It will serve as a valuable reflection tool for you and your colleagues.

G. Maintain a three-ringed notebook for organizational purposes, including record-keeping for lesson plans and other student materials (e.g., this handbook). This notebook should also contain teaching ideas and materials you accumulate during student teaching.

H. Write and teach at least one complete instructional unit per student teaching assignment, including a student evaluation component (e.g., written test) as a part of that unit.

I. Provide the University Supervisor with a weekly schedule and a class list.

J. Make at least two (2) visual displays (e.g., bulletin boards, showcases, learning centers) in a classroom or elsewhere in the school. These displays should be instructional in nature.

K. Complete the student teacher checklist in this handbook (under "Responsibilities of the Student Teacher").

L. Complete and turn in to the University Supervisor the following papers:

a. One page typed analysis of the first week, including your feelings about student teaching.
b. Observing routine-type duties (see Appendix C).
c. Observing classroom practices (see Appendix D).
d. Observing the learning process (see Appendix E).

*Note: If you have two assignments, make two **blank** copies of Appendices C, D and E so you have them available.

M. Use audiovisual equipment during the semester, either alone or in conjunction with CooperatingTeacher (see page 5, item H).

CLASSROOM & LABORATORY MANAGEMENT

EFFECTIVE TEACHING DEMANDS GOOD CLASSROOM MANAGEMENT AND DISCIPLINE.

To assure the expedient use of time for teaching, the classroom or laboratory must be organized; it must be attractive, stimulating and appropriate for what is being taught. Thought must be given to the physical environment of the classroom, proper heating, lighting, and ventilation. Also important are the flow of students' movement, an appropriate seating arrangement, record-keeping, use and availability of materials, equipment, and supplies, and the learning atmosphere (both visual and auditory).

Discipline is the strengthening of self-control of each student; it can be achieved through **positive** teacher action. The teacher as decision-maker needs to plan for the learning experience to involve the student in bringing about this self-control. Student involvement promotes a sense of personal and shared responsibility. A teacher's attitude of quiet self-assurance and confidence will alleviate pressure on the students that may have caused confusion and disorder.

Taking the time to quickly learn names and abilities of the students will assist the teacher in making careful seating arrangements which promote self-control. Promptness, readiness, appropriate pacing, and a sincere interest in what is best for the student are examples of positive teacher action. THE STUDENT TEACHER HAS THE RESPONSIBILITY FOR MAINTAINING CONTROL STANDARDS PREVIOUSLY MADE BY THE CLASS AND THE COOPERATING TEACHER.

A checklist of classroom or laboratory management tips can be found in Appendix A.

PLANNING FOR INSTRUCTION

Planning is an absolute necessity for any teacher to accomplish the professional aspect of teaching. A carefully designed plan brings a fresh approach to material to be presented by improving instructional practices, providing direction for learner outcomes, providing for a logical and comprehensive coverage of the subject, and maintaining classroom and laboratory control. NO ATTEMPT AT TEACHING SHOULD BE MADE WITHOUT PROPER PLANNING.

To plan effectively, a teacher must be aware of all aspects of a curriculum. Student teachers, while not responsible for an entire year's curriculum, should be introduced to the scope and sequence of a year's work.

IT IS IMPORTANT THAT THE COOPERATING TEACHER, UNIVERSITY SUPERVISOR, AND STUDENT TEACHER DISCUSS THE APPROPRIATE LESSON PLAN FORMAT FOR EACH PARTICULAR STUDENT TEACHER.

A sample "generic" format is listed in Appendix B. In addition, a weekly plan book may be helpful. Please consult your cooperating teacher or University Supervisor for suggestions.

Instructional Unit Planning

Instructional unit planning provides an opportunity to use professional skills in designing instruction in a particular subject area. Student teachers should be responsible for organizing a series of learning activities to accomplish stated goals in a particular subject area. While no definite format exists for instructional unit planning for all student teachers, the following components are essential:

- -- title (brief, descriptive)
- -- goals (identify the general purpose)
- -- objectives (identify specific learner outcomes)
- -- content (identifies subject matter and concepts to be developed)
- -- activities (identify teacher and student instructional methods to be used to achieve the objectives)
- -- resources (identify specific resources located in classroom, laboratory, school library/media center or other sources)
- -- evaluation (identifies techniques for assessing student growth and teacher self-evaluation of the unit)

Making Assignments

Assignments should leave no doubt in the students' minds as to what is to be done, why it is to be done, how it is to be done, how it will be checked, and when it is due. Assignments should bridge past, present, and future learning. Try to use assignments to stimulate student curiosity. Assignments should never be regarded as busywork, but should motivate the interest of the student in continued learning. When making an assignment:

a. Know the material:

   (1) Relate it to the classroom or laboratory instruction.
   (2) Adapt it to the students' needs, interests, and abilities.

b. Leave sufficient time for explaining the assignment and allowing students to ask questions about the assignment:

   (1) Have the attention of the class before you begin
   (2) Speak clearly and use understandable language
   (3) Allow no questions while you are giving directions; this is listening time for them
   (4) Have the students tell you the assignment
   (5) Do at least one example with the students
   (6) Answer any questions
   (7) After work starts, do not repeat the assignment. Write it on the chalk board.

EVALUATION

CONTINUOUS EVALUATION IS AN INTEGRAL PART OF STUDENT TEACHING. IT IS IMPORTANT THAT THE EVALUATION PROCESS BE ON-GOING, HONEST, AND CONSTRUCTIVE. Evaluations submitted by Cooperating Teachers and University Supervisors are the basis on which the grade for student teaching is awarded by the University supervisor. Grades for student teaching are determined only at the end of the semester; an S (satisfactory) or U (unsatisfactory) is given.

INSTRUCTIONS

This Student Teacher Evaluation is a very important document for this individual's future; therefore it must be **TYPED**.

SPECIAL NOTE: Student teachers are reminded that it is their responsibility to keep copies of all evaluation/recommendation documents for their records.

Additional information about each of the descriptors under major category headings can be found in the Millersville University Mid-Placement Progress Report. (See pp. 18-22)

1. Evaluators should assign whole numbers to each lettered subheading under each major category, keeping in mind you are rating this individual to the extent expected of a student teacher:

   Code: To the extent expected of a student teacher:

   4 = Outstanding. Competency fully and consistently demonstrated.

   3 = Good. Competency successfully demonstrated.

   2 = Satisfactory. Partial competency demonstrated. Student teacher needs more experiences to develop this skill.

   1 = Competency not demonstrated. Student teacher has serious deficiencies in this area.

   NA = Subheading not applicable to this placement.

2. TYPED comments which clarify the student teacher's numerical ratings must accompany each major category (I, II, III, IV). Please refer to the Mid-Placement Progress Report to assist in developing your comments.

3. Section V, SPECIALTY AREA COMMENTS, is to be used for statements relating to a particular subject area (art, music, special education, elementary education, technology education, or secondary education). Again, it is important to make meaningful comments in this section.

   NOTE: The Final Evaluation form is available on a variety of computer disk software. Please contact the Student Teaching Office for a copy.

   COPIES: They should be made for the STUDENT TEACHER, COOPERATING TEACHER, AND UNIVERSITY SUPERVISOR. The original is to be returned to the Field Services Office.

MILLERSVILLE UNIVERSITY STUDENT TEACHER EVALUATION

STUDENT TEACHER _____ INITIALS _____

SCHOOL _____ SEMESTER _____

SUBJECT _____ GRADE LEVEL ____

CODE: To the extent expected of a student teacher:

4 = Outstanding. Competency fully and consistently demonstrated.
3 = Good. Competency successfully demonstrated.
2 = Satisfactory. Partial competency demonstrated. Student teacher needs more experience to develop this skill.
1 = Competency not demonstrated. Student teacher has serious deficiencies in this area.
NA = Subheading not applicable to this placement.

I. PROFESSIONALISM — COMMENTS FOR I

___ A. Uses good judgment
___ B. Exhibits leadership
___ C. Displays initiative
___ D. Is punctual and reliable
___ E. Dresses in accordance with school norms
___ F. Exhibits positive career attitude

II. PREPARATION — COMMENTS FOR II

___ A. Provides for individual students' abilities/special needs
___ B. Constructs appropriate objectives
___ C. Establishes supportive physical environment
___ D. Displays knowledge of curriculum
___ E. Displays knowledge of content
___ F. Develops quality lesson plans

III. TEACHING TECHNIQUES — COMMENTS FOR III

___ A. Communicates clearly with students
___ B. Exhibits variety of teaching strategies
___ C. Manages student behaviors consistently and appropriately
___ D. Uses instructional time effectively
___ E. Encourages higher order thinking
___ F. Evaluates students' performances

IV. PUPIL REACTION (Pupils demonstrate...) — COMMENTS FOR IV

___ A. Evidence of progress
___ B. Awareness of classroom standards
___ C. Respect for student teacher
___ D. Enthusiasm

SPECIALTY COMMENT

Evaluator _____ _____ _____ _____
Name Title Date Signature

Original to Office of Field Services; Copies to: Student Teacher, Cooperating Teacher, University Supervisor

MILLERSVILLE UNIVERSITY
MID-PLACEMENT PROGRESS REPORT

Student Teacher _____ Initials _____

School _____ Semester _____

Subject _____ Grade Level _____

Evaluator _____ Initials _____

The Mid-Placement Report is a working document; it must be completed by the Student Teacher and shared with the Cooperating Teacher and University Supervisor at approximately the mid-point of each assignment. Its purpose is to provide an opportunity to discuss the student teacher's abilities and areas that should be targeted for improvement. Descriptors under each of the major subheadings are intended to assist in defining but are not all inclusive. The Cooperating Teacher and University Supervisor have the option of completing their own Mid-Placement Reports to compare with the Student Teacher's copy. Because it is a working document, it will not be included in the individual's credentials file; rather, it is an indication of performance trends prior to final evaluation. The Student Teacher must give a completed copy to both the University Supervisor and Cooperating Teacher.

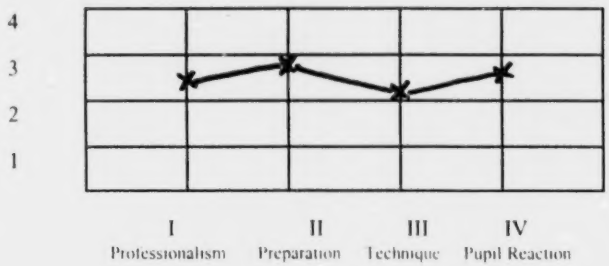
INSTRUCTIONS: Review the following subheadings under each major category (I, II, III, IV). Rate the student teacher's performance with a whole number on each of the subheadings, keeping in mind you are rating this individual to the extent expected of a Student Teacher.

4 = Outstanding. Competency fully and consistently demonstrated.
3 = Good. Competency successfully demonstrated.
2 = Satisfactory. Partial competency demonstrated. Student teacher needs more experiences to develop this skill.
1 = Competency not demonstrated. Student teacher has serious deficiencies in this area.
NA = Subheading not applicable to this placement.

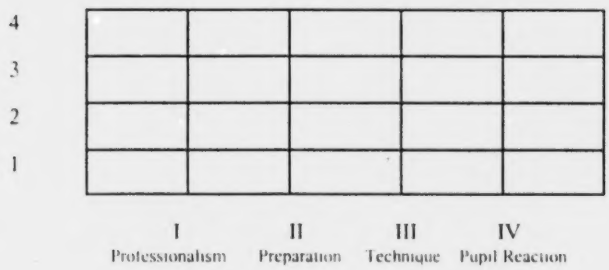
Comments should follow each of the major categories. The comments should clarify the student teacher's ratings.

Plot the average scores for each of the four report areas on the chart below.

EXAMPLE



STUDENT TEACHER PERFORMANCE PROFILE



I. PROFESSIONALISM

Rating Scale:
The student teacher...

__ A. Uses good judgment
* Maintains confidentiality
* Maintains ethical standards
* Adapts to the established class environment
* Accepts and acts upon criticisms and suggestions
* Displays flexibility
* Displays empathy
* Displays an appropriate sense of humor

__ B. Exhibits leadership
* Cooperates with school personnel
* Exchanges ideas with teachers
* Assumes the lead in classroom or laboratory activities
* Is confident in teacher/parent/staff exchanges
* Is poised and at ease
* Maintains composure in various situations

__ C. Displays initiative
* Arrives fully organized
* Is prepared to teach scheduled classes
* Looks for chances to contribute/interact
* Utilizes a variety of resources
* Constructs curriculum-based "teacher-made" materials
* Is eager to learn from cooperating teacher
* Is resourceful in trouble-shooting and problem-solving techniques

__ D. Is punctual and reliable
* Attends daily
* Arrives on time
* Prepares and submits assignments according to schedule
* Maintains accurate class records and student data
* Completes routine clerical duties efficiently and accurately
* Notifies cooperating teacher and supervisor prior to absences

__ E. Dresses in accordance with school norms
* Dresses in clothing appropriate to classroom or laboratory duties
* Maintains a clean and neat appearance
* Takes cooperating teacher's lead in dressing standards
* Models appropriate hygienic standards

F. Exhibits positive career attitude
* Is enthusiastic about the teaching profession
* Expresses positive opinions about the field
* Evaluates own performance continuously
* Is aware of current trends in the field
* Is familiar with special area terminology, issues, and practices
* Supports school laws and regulations

Professionalism Comments:

Total divided by 6 = ____
Average

II. PREPARATION

Rating Scale:
The student teacher...

___ A. Provides for individual student abilities/special needs (including mainstreamed, multi-cultural, and physically challenged)
* Has knowledge of causal factors to minimize potential learning and/or discipline problems
* Can determine students' present educational levels
* Provides for individual student needs
* Identifies entry level behavior and skills
* Uses data to prepare appropriate lesson plans and activities
* Provides for special/diverse populations (mainstreamed, multi-cultural, physically challenged)

___ B. Constructs appropriate objectives
* Writes student-based, instructional objectives
* Specifies requirements for students to achieve lesson goal(s)
* Uses data on student abilities/needs to develop appropriate objectives
* Establishes appropriate criteria for mastery of each objective

___ C. Establishes supportive physical environment
* Arranges classroom seating or laboratory for instructional focus
* Has materials for lesson available
* Prepares teaching materials in advance, so they are ready to use
* Makes bulletin boards/displays functional and attractive
* Arranges room or laboratory to promote group and/or individual interactions
* Uses a variety of appropriate media

___ D. Displays knowledge of curriculum
* Has knowledge of school's program of study
* Inquires about curricular scope and sequence
* Is familiar with class's unit of study
* Can discuss class's learning sequence

___ E. Displays knowledge of content
* Is familiar with subject information
* Has extensive background information on topic(s)
* Is comfortable when discussing subject
* Has practical knowledge of subject area
* Can perform required skills in topic areas
* Has a broad general education background and maintains awareness of current events
* Is familiar with sources of illustrative material

___ F. Develops quality lesson plans
* Writes plans based upon student levels and established curriculum
* Includes clear, student-based objectives
* Utilizes creativity and originality
* Identifies required materials and resources
* Specifies procedures in a clear, sequential manner
* Provides opportunities to evaluate student performance of objectives
* Provides for self-evaluation

Preparation Comments:

Total divided by 6 = _____
Average

III. TEACHING TECHNIQUES

Rating Scale:
The student teacher...

A. Communicates clearly with students
* Uses appropriate grammar
* Employs non-verbal techniques
* Attends to the mechanics of written communications (spelling, handwriting, content)
* Uses appropriate vocabulary and level of language
* Speaks clearly and with appropriate expression and intonation
* Uses humor when appropriate

B. Exhibits a variety of teaching strategies
* Uses a variety of approaches (student-centered, group-centered, and teacher-centered lessons)
* Uses a variety of resources, materials, and equipment
* Gives meaningful homework assignments
* Relates activities to content and objectives
* Uses techniques appropriate to students and subjects
* Provides for alternate learning opportunities (stations, centers, seat work, independent activities, and remedial techniques)
* Tries new and creative procedures

C. Manages students' behaviors consistently and appropriately
* Reinforces classroom or laboratory rules and standards
* Is firm and fair
* Provides consequences for appropriate and inappropriate behaviors
* Supervises a variety of classroom or laboratory activities
* Uses behavior modification as appropriate
* Uses a variety of motivational techniques
* Is positive during interactions

D. Uses instructional time effectively
* Paces lessons appropriately
* Follows lessons and activities through to successful completion
* Is flexible
* Manages student and class schedule(s)
* Responds to student needs and interests
* Maintains appropriate classroom or laboratory routines
* Develops schedules and timelines for activities
* Gives meaningful in-class assignments

E. Encourages higher order thinking
* Uses effective questioning techniques
* Requires critical thinking skills
* Encourages divergent thinking/questioning as appropriate
* Allows for creative thinking/brainstorming

F. Evaluates students' performances
* Continues the cycle begun in preparation by determining post-lesson student levels
* Determines student performance regarding lesson objective(s)
* Uses data for future planning and reteaching
* Rates and evaluates students' work
* Provides feedback to students on performance
* Develops and uses a variety of assessment techniques

Technique Comments:

Total divided by 6 =
Average

IV. PUPIL REACTION

Rating Scale:
Pupils demonstrate...

___ A. Evidence of progress
* Respond to in-class questions
* Complete homework assigned by student teacher
* Attain student teacher's objectives
* Achieve in-class or laboratory activities

___ B. Awareness of classroom or laboratory standards
* Behaviors conducive to learning
* On-task behaviors and attention to lesson
* Willingness to learn
* Understanding of student teacher's rules
* Readiness for classroom lessons

___ C. Respect for student teacher
* Awareness of student teacher as authority figure
* Cooperation with student teacher during activities
* Awareness of student teacher as adult, not peer
* Positive exchanges with student teacher

___ D. Enthusiasm
* Participation in student teacher's lesson(s)
* Interest in activities presented
* Performance for student teacher (students want to work for student teacher)
* Reinforcement (verbal/non-verbal) of student teacher's activities/lessons

Student Reaction Comments:

Total divided by 4 = _____ Average

V. SPECIALTY COMMENTS

Appendix A

(See Page 14)

CHECKLIST FOR CLASSROOM AND LABORATORY MANAGEMENT

I. RULES AND PROCEDURES : Clear and understandable set of rules/procedures exists

_____ 1. Written
a. Posted
b. Distributed
(1) Three reasons why students do not follow instructions
a) Do not intend to follow
b) Incapable of following
c) Directions poorly given

_____ 2. Unwritten
a. Discussed
b. Taught (where necessary)

_____ 3. Determine before the school year begins
a. Use of classroom space
(1) Desk arrangements
(a) Where students sit
(b) Location of teacher' s desk or teaching station(s)
b. Other room components
(1) Learning centers
(2) Files, cabinets, drawers
(3) Fountains, outlets, displays, aquarium, etc.
(4) Tools, equipment, and supplies
c. Other school areas
(1) Entrances and exits
(2) Restrooms
(3) Lunch, recess (where applicable)
d. Procedures for whole group activities
(1) Answering questions
(2) Listening, note taking
(3) Discussions
(4) What to bring each day
(5) Other
e. Procedures for small group activities
(1) Entering and leaving
(2) Distribute materials
f. Other procedures
(1) Beginning of day/period
(2) End of day/period
(3) Drills
(4) Schedule changes
(5) Collecting and distributing papers, tests
(6) Other

_____ 4. During the first days
a. Set aside time during the first day(s) for a discussion of rules/procedures
b. Teach procedures systematically as learning objectives
c. Teach procedures as they are needed
(1) Takes time
(2) Takes patience
(3) Takes practice
d. Involve students in easy tasks that promote a high degree of success during the first few days
e. Use simple procedures as whole-group format during the first few days
(1) Prioritize rules and sequences to be taught
(2) Emphasize reasons for rules/procedures
f. Assume that students do not know how to perform a procedure after one trial.
(1) The number of directions
(2) Secondary students frequently must re-learn

_____ 5. Giving clear directions
a. Planning
(1) The number of directions
(a) Divide complex instructions into parts
(b) No more than three directions at a time
(2) Sequence -- give directions in the order that they will be used
(3) Written or oral (or both)
(4) Personal attention -- anticipate those who will need special attention

_____ 6. Implementation
a. Get their attention
(1) All students must be listening
(2) Do not distribute papers before directions
b. Give directions
(1) As clearly as possible
(2) Demonstrate if necessary
c. Check for understanding
(1) Have students repeat directions to you
(2) View application
d. Transfer to action
e. Remediate if necessary

II. CONTROL TECHNIQUES

A. Low profile approach
_____ 1. Eye contact
a. Sweep room frequently
b. Stop at potential trouble spots
(1) Be sure offender knows you mean business
(2) Do not try to out-stare
_____ 2. Proximity to trouble spot
_____ 3. Remind students of correct behavior without disrupting class
_____ 4. Ask student to repeat correct rule without disrupting the class

B. Higher profile
_____ 1. Intervene
_____ 2. Name on board/in book (more than a warning)
_____ 3. Move seat
_____ 4. Call home or place of employment (have the student call)
_____ 5. Counselor/principal
_____ 6. Detention

SUPPLEMENT TO APPENDIX A
GENERAL TIPS ON CLASSROOM AND LABORATORY MANAGEMENT

While there are not patterns to most discipline problems, there are some proven procedures to help you in developing and maintaining an environment conducive to learning. Work with your Cooperating Teacher in adapting these tips to the area, time, and type of your classes. Some of these ideas may be more suitable to a particular grade level. As always, you are the DECISION MAKER.

1. Be in the room ahead of time and start the class promptly.

2. Utilize the tendencies of students to behave well in a new environment. Set standards and limits the first day. Let the students help. Put the standards in writing.

3. Learn and use students' names as soon as possible. Pronounce and spell them correctly.

4. Be PREPARED! Teacher preparation is critical.

5. Be CONSISTENT! Never discipline one time and ignore the next. Never nod to a "pet" with a special privilege.

6. Make assignments appropriate for students. Recognize individual differences and vary the kind and amount of assignment to keep everyone working to his/her capacity.

7. Employ these ideas: Fair, Firm and Consistent.

8. At the end of a week or two, review the classroom standards.

9. Maintain a reserve. Never expose your whole hand. Do not paint yourself into a verbal corner with too many threats or promises. Learn from the example of the solid, unexposed portion of the iceberg.

10. Use surprise - an interesting film, an outside speaker, a different activity, a new song, a change in the classroom or lab routine. Students, as adults, like variety that leads to pleasant experiences.

11. Make your classroom or lab a place where students practice the kind of behavior that leads to greatest learning.

12. Know what you should do next. Show students that you are "organized". Students sense immediately when you are bluffing.

13. When challenged by a student, do not take it personally. Consult your classroom and building standards, and follow them impartially. Try to show as little anger as possible.

14. Evaluate the effectiveness of your standards. Let your students help.

15. Read about discipline in your professional magazines and in books and other references.

16. Speak with a low, well-modulated voice. Pause and wait if necessary for attention and quiet. Do not try to shout over the noise -- it will get worse.

17. Ask the misbehaving student a direct question. (For example, "What is the rule about...?). Look the student straight in the eye. Follow with another question if necessary.

18. Be your strictest at the beginning of the term. You can always loosen up, but tightening up is not so easy.

19. Praise students before the class. Reprimand in private if you must.

20. If the whole class gets fidgety and squirmy, try some standing, stretching action games. Keep a healthful, comfortable room environment.

21. Welcome the opportunity to confer with parents. Keep them as partners.

22. See that each student experiences success.

Appendix B
(See Page 15)

LESSON PLAN FORMAT
(sample "generic" format)

Have a plan for every lesson you teach. Plans should be given to Cooperating Teachers in time to have them checked and approved before teaching the lesson. **(Cooperating Teachers, please note**: Please signify approval by initialing all plans you have reviewed. Thank you.)

At a minimum your lesson plan should include the following:

1. **Objectives**
   These should be brief, attainable expectations for your students as a result of your teaching of this lesson. The objectives should be "student specific"(i.e., clearly state what the students will be doing) and written in behavioral terms.

2. **Materials/Resources**
   This section should include all materials/resources including necessary tools or equipment. This list serves as a reminder of those items which will be used so that you have everything on-hand and do not spend valuable teaching-time getting ready.

3. **Procedures**
   How will the lesson be conducted? (i.,e: introduction/motivation; key questions; student activities; illustrations; directions for individual and group activities; etc.) Try to anticipate potential problems.

4. **Evaluation**
   In this section you will evaluate the lesson from both your point-of-view and from that of the students'. How do you think the students felt about the lesson? How do you feel the lesson went? This section will help you plan future lessons.

Appendix C
(See Page 13)

OBSERVING ROUTINE-TYPE DUTIES

Make these questions apply to **your particular** discipline and grade level

From both your observations and discussions with your Cooperating Teacher, complete this paper by _____.
(date)

1. Briefly describe the morning's opening exercises:

2. What is the usual procedure for:
   a. Checking attendance?
   b. Excusing tardiness?
   c. Returning absentees?
3. How are teachers in your school alerted to identify a student's continuing health problems?

4. What does the teacher do when a student becomes:
   a. Mildly ill?
   b. Seriously ill?
5. How is the classroom environment (heat, ventilation, etc.) regulated?

6. How do teachers/students know when to change classes/subjects?
   a. Is there a warning bell?
   b. How long to pass to the next class?
   c. What do you do if a student comes into class late?

7. What procedures are used for fire drills, other emergencies?

8. What matters should be reported to the administration for their action or information?

Appendix D
(See Page 13)

OBSERVING CLASSROOM OR LABORATORY PRACTICES

Make these questions apply to **your particular** discipline and grade level

From observations of and discussions with your Cooperating Teacher, please complete this paper by _____.
(date)

1. How does your cooperating teacher begin the class? (If varied methods are used, list several.)

2. In the classroom or lab, are your students given permission to:
   a. Chew gum?
   b. Eat?
   c. Apply cosmetics?
   d. Comb hair?
   e. Sharpen pencils at will?
   f. Talk to neighbors?

3. How do students participate in class?

4. How are materials:
   a. Distributed?
   b. Collected?

5. For what purposes and/or under what conditions are students encouraged to work together?

6. Are there standard rewards or punishments for certain student behaviors? Please explain.

7. About homework assignments:
   a. When are they given?
   b. How are they given?
   c. What kind are generally given?

8. What provisions are or can be made for individual teacher-pupil conferences?

Appendix E
(See Page 13)

OBSERVING THE LEARNING PROCESS

Make these questions apply to **your particular** discipline and grade level

This paper is to be completed when you know which **section or subject** you will teach, and it is to be completed before you teach.

1. List the pupils who appear to be natural leaders. Do they have the respect of their classmates?

2. List the pupils who appear to finish their work first. What do they do if they have free time after completing an assigned task?

3. Who seems most interested in what is going on in class? How is this interest exhibited?

4. In what ways can you observe:
   a. Student interest?

   b. Student indifference?

5. Which students seem dependable in terms of :
   a. Behavior?

   b. Classwork?

   c. Contributions?

6. Who appears noisy, disorderly? In what ways do they disturb the class?

7. How and where do disciplinary problems seem to arise (if they do)?

8. What seems to be the most interesting activity for this section/subject? The least interesting?

9. What can you anticipate with this section/subject? Can you consciously avoid or minimize any problems? If so, how?

10. Which student/students may need additional instruction?

Appendix F
(See Page 13)

OBSERVATION FORMAT
This is only a suggested format: please adapt to suit your needs.

Student Teacher's Name: _____

School_____Date and Time of Observation _____

Cooperating Teacher's Name: _____

Subject _____ Grade Level/Section _____

Briefly describe room(seating arrangements, walls, visuals, etc):

_____

Circle teaching method/methods used in this one class period:

Discussions	Question & Answer	Informal Lecture
Lecture	Project	Laboratory
Small Group Work	Recitation	Directed Study
Drill	Demonstration	Other (list):

Visual aids used: _____

What was the topic of the lesson?_____

Major concepts emphasized in this class were: _____

_____

How and when was the assignment given? _____

_____

Anything special the teacher did that you hope to use?(Explain) _____

_____

_____

React to the class you have just observed! (What ideas, styles, methods, might you be able to use or not use. Would you enjoy being a student in this class?)

Appendix G
(See Page 11)

STUDENT TEACHING ABSENCE FORM

I am requesting permission to be excused from student teaching for the dates and reasons described. I understand that I may be asked to make-up these dates/times at the end of my assignment in order to complete my student teaching obligation. I also understand that this request must be approved by my Cooperating Teacher, University Supervisor, and the Coordinator of Field Experiences.

Failure to receive permission from all individuals will result in the request being denied.

Student Teacher's Name(print) _____

Dates of expected absence _____

Reason for absence:

_____
Student Teacher's Signature/Date

☐ approved ☐ denied ☐ approved ☐ denied

_____ _____
Cooperating Teacher **University Supervisor**

☐ approved ☐ denied

_____
Coordinator of Field Experiences

This form must be on file in the Coordinator of Field Experiences' office five (5) days prior to the requested absence.

School of Education
Millersville University

MISSION STATEMENT

The School of Education is dedicated to enabling undergraduate and graduate students of all racial, ethnic and socio-economic backgrounds to assume the role, identity, and responsibilities of the professional. This unique mission within the University requires that faculty members guide students through the process of acquiring the appropriate professional knowledge, experience, and attitudes.

The primary mission facing the School of Education is the preparation of future teachers in a variety of specialty areas, as well as the support and professional development of in-service teachers in all fields. This mission is enhanced by those departments in the School that offer supplementary service to both the School of Education, and to the University at large, and extended by those departments that offer professional programs in fields other than teacher preparation.

Both pre-service and in-service teacher education programs seek to develop the teacher who:

- knows about and understands his or her culture, as well as other cultures, and is better able to present subject matter in broad perspective.
- has a command of the growing knowledge base in educational theory, and is able to integrate the accepted tenets of the profession into practice.
- knows first-hand there may be a gap between theory and practice, and is able to reconcile the demands of theory with the needs of each individual student.
- makes complex decisions and judgments about the learning experiences of students in a way that balances the need for clear standards of performance with fairness, open-mindedness and compassion.

Certain departments within the School of Education, though not directly responsible for teacher education, enhance the School's primary mission by providing course work and expertise in ancillary fields such as psychology and health. The School's mission is further extended by programs, such as Clinical Psychology, Counselor Education, Industry and Technology, Library Science, Occupational Safety and Hygiene Management, School Psychology, and Supervisory Certification, that base their curricula on appropriate professional knowledge, experience, and attitudes. In addition, the School of Education serves the entire University by sharing its uniquely interdisciplinary and multi-cultural perspective through University-mandated general education course work and participation in the intellectual life of the University.

In the service of this mission, faculty members are committed to understanding and interrelating students' needs, community, as well as national and international concern, disciplinary demands, and appropriate professional techniques. That is, they are dedicated to demonstrating the knowledge, skills and attitudes that students must adopt if they are to assume the role, identity, and responsibilities of the professional.

Approved by Mission Statement Sub-Committee, December 10, 1987

Mary Ann Gray, Chair
Ruth Buehler
Perry Gemmill
Nancy Hungerford
Nicholas Santilli
Barbara Stengel
Rosemary Winkeljohann
Ralph Wright

Approved by School Council, March 31, 1988